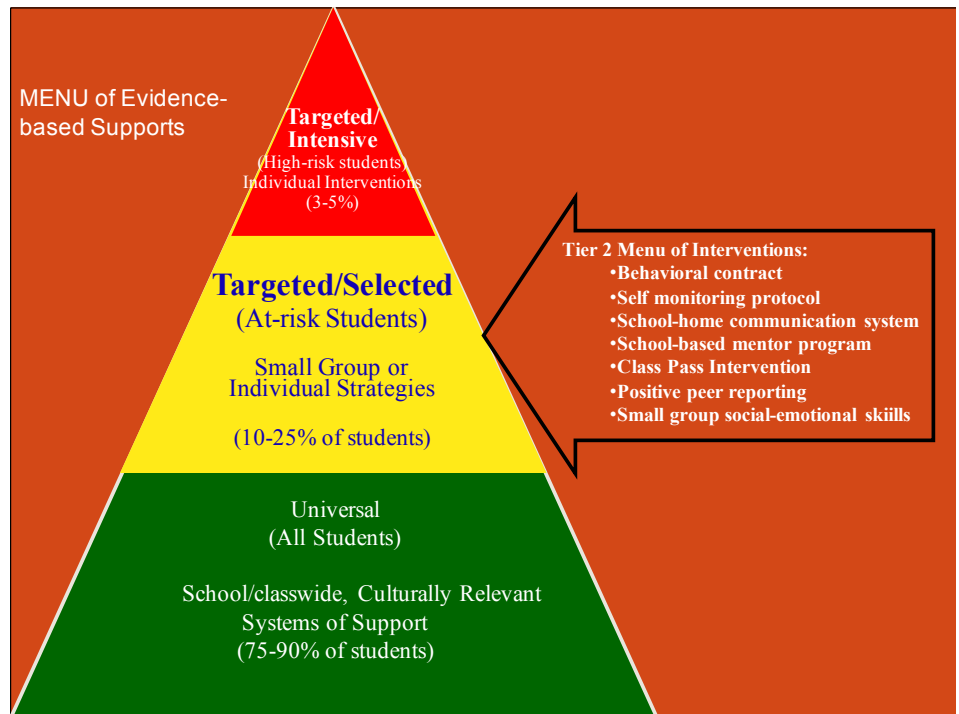


AIM² as a Tier 2 Process for Behaviorally At-Risk Students

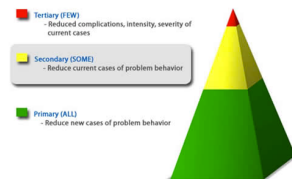
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Tier 2 as Key Level within a Continuum of Care



- 20 to 30% of all students are emotionally and behaviorally at-risk for short- and long-term negative outcomes
- Essential intermediary level of support within an MTSS framework
 - AKA – targeted or selective intervention, secondary prevention (reverse problems)
 - Quick and dirty (efficient, feasible, time sensitive)
 - Limited assessment and need for specially-trained staff to provide intensive individualized support

Problems with Current State of Tier 2

- Several screening tools exist but limited to no instruments for selecting or matching students to the “right” intervention
- Educators are “shooting in the dark” when selecting, implementing and monitoring interventions
- Limited practical guidelines that integrate Tier 2 practices from beginning to end



AIM²

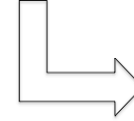
Tier 2 Process from Beginning to End

- **A**ssess to match intervention & establish baseline performance
- **I**mplement intervention with fidelity
- **M**onitor progress and fidelity
- **M**eet to review and make a data-based decision

AIM² Procedures

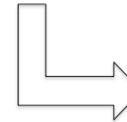
Assessing

- (1) Match to intervention
- (2) Select progress monitoring tool and gather baseline data



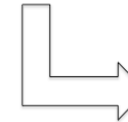
Implementing

- (1) Identify implementers
- (2) Review intervention scripts and key components
- (3) Actively implement the intervention



Monitoring

- (1) Gather progress monitoring data on an ongoing basis
- (2) Monitor fidelity of implementation
- (3) Input data in

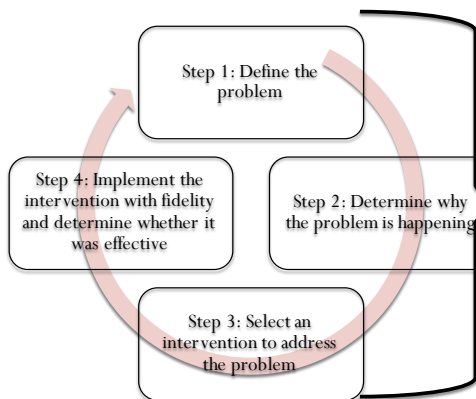


Meeting

- (1) Convene team to review data
- (2) Distribute graphed progress monitoring data
- (3) Make a data-driven decision (improve fidelity, maintain, modify, intensify, or lessen/fade intervention)



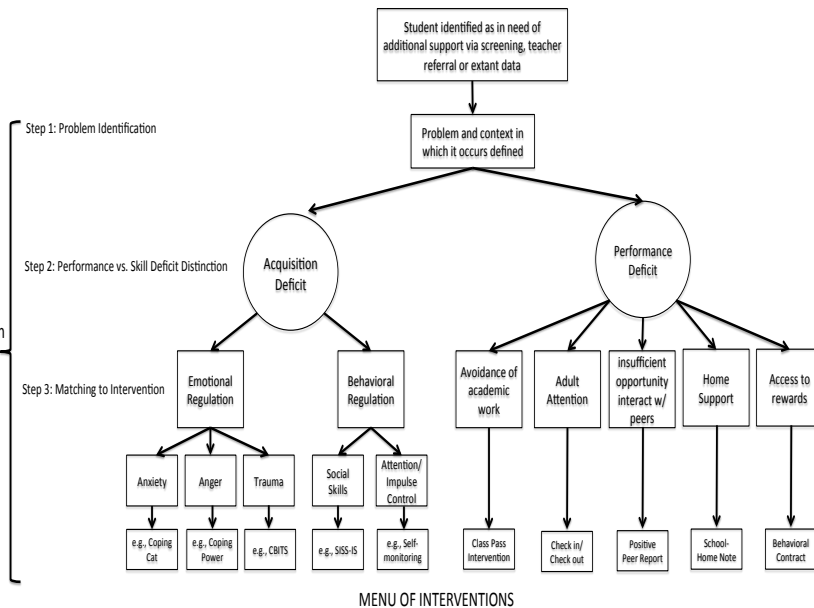
Problem-Solving Process



Student Intervention Matching System

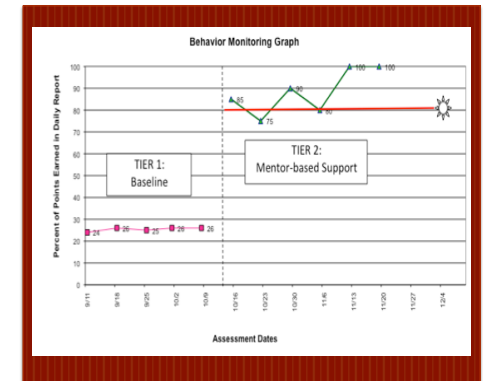
Assess to Select the Intervention Student Intervention Matching Form

#	Item	Not at all (0)	A little (1)	Moderately (2)	Very Much so (3)	Unknown
1.	School has a good relationship with the student's parents (SHN)					
2.	Student constantly seeks and/or likes attention from adults (CICO)					
3.	Student is rejected or isolated by peers (PPR)					
4.	Student is eager to earn rewards or access to privileges (BC)					
5.	Student's seems to exhibit disruptive classroom behavior to get out of doing academic work (CP)					
6.	Parents are open and willing to collaborate with the school (SHN)					
7.	Student tries to do better socially and emotionally but does not have the skills to do so (i.e., can't do) (SG-SET)					
8.	Student can only work so long on academic tasks before becoming off-task (CP)					
9.	Student could benefit from having a positive, adult role model outside of the home (CICO)					
10.	Student lacks self-management and needs constant reminders to stay on-task (SM)					
11.	Student withdrawals from social situations and spends most of free time alone (PPR)					



Assess to Establish Baseline Selecting the Progress Monitoring Tool

- Existing data behavioral data (class removals, office referral, suspension, attendance record, etc.)
- Direct behavior rating
- Point sheet
- Brief behavior rating scale



Implementing the Intervention Active Ingredients

- Just like a good cooking recipe, Tier 2 interventions involve certain ingredients that must be present in order to achieve successful behavior change
- The mechanisms by which an intervention produces an effect




Monitoring Progress and Fidelity

- Gather data on a weekly basis and input it into a data management system
- Collect data for at-least 4 weeks and a minimum of 3 to 4 data points while the intervention was implemented
- Prepare graph of the data for the next step to enable a data-based decision

Purposes of Assessment

- **Screening**
 - Who needs help?
- **Diagnosis**
 - Why is the problem occurring?
- **Progress Monitoring**
 - Is intervention working?
- **Evaluation**
 - How well are we doing overall?

Emphasized by
the National
Center on
Response to
Intervention



Benefits of PM

- Formative evaluation that ensures efficient use of time and resources
- Base decisions on data rather than hunch, best guess, opinion, gut feeling, alleged reputation, and/or perceptions
- Leads to improved outcomes (Fuchs & Fuchs, 1986)
- Data are objective and defensible
- Ensures follow through with intervention
 - Prevents train/consult and hope

Steps to Progress Monitoring

1. Assign person to be responsible for collecting PM data
2. Select a tool
3. Establish reference points in order to interpret data
 1. Social comparison or norms
 2. & student's baseline
4. Collect the PM data
5. Input it into a data management system
6. Generate a graph after a minimum of three data points have been collected
7. Team evaluates graph to make a data-based decision

Assign person to be responsible for collecting PM data

- Can be the classroom teacher, but preferably will be someone other than the classroom teacher who collects and organizes the data for decision making
 - Ideal candidates:
 - School psychologist
 - School counselor
 - Social worker
 - Administrator
 - Teacher on special assignment
- be knowledgeable about assessment practices
- be capable of collecting, organizing, and disseminating

Selecting PM Tool

- Existing data (class removals, office referral, suspension, attendance record, etc.)
- Direct behavior rating
- Point sheet
- Brief behavior rating scale

Selecting PM Tool- Existing Data

Definition:

- Data sources that already exist within the setting (“permanent products”)

Advantages:

- Already available
- Highly contextually relevant
- Natural occurrence can reduce/limit reactivity

(Adapted from Chafouleas, Riley-Tillman, & Sugai, 2007)

Existing data

- **Examples:**
 - Office discipline referrals (ODRs)
 - **Attendance and tardy records**
 - Suspension/expulsion data
 - Data from existing behavior management plans (e.g. token economy)

What is an ODR?

“an event in which (a) a student engaged in a behavior that **violated a rule/social norm** in the school, (b) a problem behavior was **observed by** a member of the **school staff**, and (c) the event **resulted in a consequence** delivered by administrative staff who produced a permanent (written) produce defining the whole event” (Sugai, Horner, & Walker, 2000, p. 96)

CMSD OFFICE REFERRAL FORM

Student Name _____ Date ____/____/____

Time ____ a.m. / p.m. Grade: K 1 2 3 4 5 6 7 8

Location: ☐ Cafeteria ☐ Hallway ☐ Classroom ☐ Library
☐ Bathroom ☐ Music ☐ Gym ☐ other

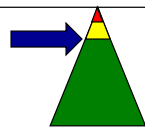
Others involved: None Staff Teacher Substitute Other

If peers were involved, list them: _____

Referring Staff: _____

Problem Behavior	Possible Motivation	Action Taken in Classroom
Minor: Classroom Infractions <input type="checkbox"/> Inappropriate Verbal Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Defiance/Disrespect/Non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Classroom Transition Tardy <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> To Obtain Items/Activities <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Task or Activity <input type="checkbox"/> Avoid Work <input type="checkbox"/> Unclear/Don't Know <input type="checkbox"/> Unknown Motivation <input type="checkbox"/> Other Motivation	<input type="checkbox"/> Loss of Privilege/Points <input type="checkbox"/> Conference with Student <input type="checkbox"/> Parent Contact <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Detention <input type="checkbox"/> Mediation <input type="checkbox"/> Restitution <input type="checkbox"/> Time out <input type="checkbox"/> Shuffle <input type="checkbox"/> Other (i.e. Contracting)
Major: Administrative Referral <input type="checkbox"/> Abusive Inappropriate Language <input type="checkbox"/> Fighting/Physical Aggression <input type="checkbox"/> Defiance/Disrespect/Non-compliance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Flagrant Disruption <input type="checkbox"/> Skip Class/Titancy <input type="checkbox"/> Property Damage <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Use Possession <input type="checkbox"/> Tobacco _____ Alcohol _____ Drugs _____ <input type="checkbox"/> Possession <input type="checkbox"/> Bomb Threat/False Alarm <input type="checkbox"/> Arson <input type="checkbox"/> Use Possession of Weapons <input type="checkbox"/> Other Behavior <input type="checkbox"/> Unknown Behavior		Additional Comments: _____ _____ _____ _____ _____

Selecting PM Tool: Direct Behavior Rating



• Definition:

A tool that involves a brief rating of a target behavior following a specified observation period (e.g. class activity) by those persons who are **naturally occurring** in the **context of interest**

• Examples:

- Behavior Report Card
- Home School Note
- Daily Progress Report
- Good Behavior Note

Direct Behavior Rating Three primary behaviors

Academic Engagement:

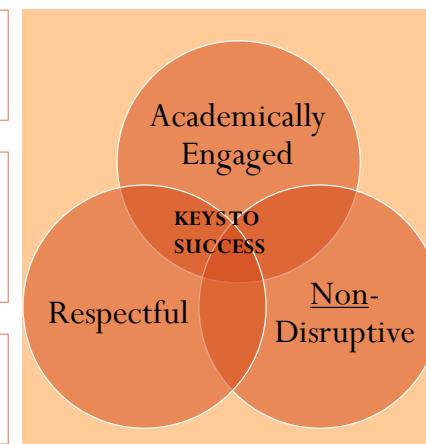
Actively or passively participating in the classroom activity.

Respectful:

Compliant and polite behavior in response to adult direction and/or interactions with peers and adults.

Disruptive Behavior:

A student action that interrupts regular school or classroom activity.



Selecting PM Tool: Point Sheet

- Point sheet is used to award points to the student for exhibiting particular target behaviors
- Positively stated behaviors are identified and incorporated into the point sheet
 - e.g., Safe, respectful and responsible
- Specific time intervals to deliver points are selected (e.g., every 30 minutes, every period, or two times daily)
- Percent of total possible points is used as a basis to track student progress over time
 - Percent of total possible points is also used as a basis to develop a goal

Behavior Education Program (BEP) Daily Progress Report

A- Day _____ B- Day _____

Name: _____ Date: _____

Teachers: Please indicate Yes (2), So-So (1), or No (0) regarding the student's achievement for the following goals.

Goals	1/5	2/6	3/7	HR	4/8
Be respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Keep Hands and Feet to Self	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Follow Directions	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be There -- Be Ready	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
TOTAL POINTS					
TEACHER INITIALS					

BEP Daily Goal / 50 BEP Daily Score /50

In training _____ BEP Member _____ Student signature _____

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress. (If additional space is required, please attach a note and indicate so below.)

Period 1/5 _____

Period 2/6 _____

Period 3/7 _____

Home Room _____

Period 4/8 _____

Parent/Caregiver Signature: _____

Parent/Caregiver Comments: _____

Selecting PM Tool- Brief Behavior Rating Scales

- Abbreviated rating scales that contain change sensitive items and assess particular domains of a student's emotional and behavioral functioning
- Select the brief behavior rating scale(s) that represent the main areas of concern for the student
 - Social skills
 - Depressive behaviors
 - Anxious behaviors
 - Disruptive/inattentive behaviors
 - Aggressive behaviors

AGGRESSIVE/DISRUPTIVE BEHAVIOR

BRIEF BEHAVIOR RATING PROGRESS MONITORING SCALE

Student Name: _____ Rater Name: _____ Date: _____

Circle: Baseline Phase (Tier 1) OR Intervention Phase (Tier 2 or Tier 3)

DIRECTIONS:

- **BASELINE PHASE RATINGS:** Ratings completed during the Baseline Phase are intended to reflect the student's behavior in the absence of an intervention. Simply reflect on the student's behavior as best as you can and circle the response that most accurately captures the frequency of the student's behavior as it relates to each item. Baseline ratings are important to evaluate the student's response to an intervention.
- **INTERVENTION PHASE RATINGS:** Your ratings during this phase are intended to reflect the student's behavior since the intervention was implemented. It is important to not let the student's past behaviors or reputation prior to the intervention being implemented influence your ratings. Each rating you completed is intended to represent the student's behavior during the period of time from last rating to this rating.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Threatened to hurt or harm another student	0	1	2	3	4
Was physically aggressive toward peers	0	1	2	3	4
Bullied other students	0	1	2	3	4
Instigated peers by teasing or calling them names	0	1	2	3	4
Challenged your or other teachers' authority	0	1	2	3	4
Was reprimanded for bad classroom behavior	0	1	2	3	4
Argued with classmates	0	1	2	3	4
When corrected, argued or became upset	0	1	2	3	4
TOTALS					

SOCIAL SKILLS

BRIEF BEHAVIOR RATING PROGRESS MONITORING SCALE

Student Name: _____ Rater Name: _____ Date: _____

Circle: Baseline Phase (Tier 1) OR Intervention Phase (Tier 2 or Tier 3)

DIRECTIONS:

- **BASELINE PHASE RATINGS:** Ratings completed during the Baseline Phase are intended to reflect the student's behavior in the absence of an intervention. Simply reflect on the student's behavior as best as you can and circle the response that most accurately captures the frequency of the student's behavior as it relates to each item. Baseline ratings are important to evaluate the student's response to an intervention.
- **INTERVENTION PHASE RATINGS:** Your ratings during this phase are intended to reflect the student's behavior since the intervention was implemented. It is important to not let the student's past behaviors or reputation prior to the intervention being implemented influence your ratings. Each rating you completed is intended to represent the student's behavior during the period of time from last rating to this rating.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Followed classroom rules	0	1	2	3	4
Was sympathetic towards others' feelings	0	1	2	3	4
Complied with adult directions/requests	0	1	2	3	4
Managed frustration appropriately	0	1	2	3	4
Cooperated with classmates	0	1	2	3	4
Requested help appropriately	0	1	2	3	4
Accepted classmates' ideas	0	1	2	3	4
Ignored distractions by classmates	0	1	2	3	4

Establish baseline performance

- To appropriately evaluate a student's RtI,
 - baseline data need to be collected
 - Establishes how the student behaves in the absence of the intervention
 - Allows for intra-individual comparison to determine whether individual is
 - improving,
 - staying the same,
 - or getting worse

Establish baseline performance cont'

- Goal Setting:
 - By when,
 - Whom,
 - What skill or behavior,
 - At what level of proficiency (criterion),
 - As measured by (scale)
 - Completed by who (rater)
- By January 6, 2012, Bri will obtain an average 80% academic engaged time across the last three data points, as measured by the Direct Behavior Rating completed by his classroom teacher

Collect the progress monitoring data

- PM data are collected at least one data point per week
- A minimum of 4 data points across 4-weeks of implementation are needed before making a data-based decision
 - Allows for a reasonable amount of time for the student to response to the intervention
- For secondary students, may need to collect PM data across multiple teachers

Input into a data management system

- Input the data in Excel or another data management software program
 - This software should be able to generate progress monitoring graph

Generate PM graph

- Generate PM graph for each student to facilitate team-based decision making
- Graph should include:
 - Horizontal axis (weeks or PM data points) and Vertical axis (PM value)
 - Displays the data in a digestible manner
 - Baseline data are distinguished from Tier 2 and/or Tier 3 data
 - Allows for comparisons across phases
 - Behavioral Goal demarcated
 - Established by local norm or staff tolerance level
 - Allows for determination of whether behavioral goal has been reached

Meet to Make a Data-based Decision

Increase Fidelity of Implementation	Maintain Current Supports (the intervention is not broken so don't fix it)
Modify Current Supports (intervention isn't working so modify or alter intervention within current tier)	Lessen Supports or Lower Down (student responded well to the intervention and has sustained the progress)
Intensify Supports or Bump Up (student was non-responsive to intervention and modifications were unsuccessful)	

Establishing Norms

- Adhere to the agenda
- Discussion is focused on problem-solving efforts--not problem admiration
- No cell phones or computers
- Keep sidebar conversations for after the meeting

Team Member Roles

- Leader (administrator)
 - Responsible for keeping the discussion focused and holding everyone accountable
- Note taker
 - Responsible for keeping a record of students discussed, decisions made and other relevant information pertaining to the case
- Time keeper
 - Responsible for making sure the group follows established timeframe to present and discuss cases
- Case manager
 - Responsible for presenting the case and sharing the progress monitoring data with the group
- Processor
 - Responsible for processing how each session went and what could be done to improve the team process in the future

Frequency & Length of Meetings

- Preferably once a week (at-least once every two weeks)
 - Allows the team to discuss four different groups of students each month
 - By the end of the month, the first group has at-least four data points
- 45-60 minutes each meeting
 - Divide the meeting up into intervals to estimate the number of students who can be discussed each meeting

Agenda of Meetings

- Spend 3-5 minutes per student
- Steps to meeting:
 1. Case manager presents the student, describes current supports being implemented, and the fidelity of implementation (1-2 minutes)
 - Implemented with fidelity
 - Student attended school to receive intervention
 2. Case manager passes out the progress monitoring graph and each team member reviews data (1 minute)
 3. Each team member makes their own data-based decision (1 minute)
 - Maintain, modify, lessen, or intensify supports
 4. Place student in one of the decision piles
 - Maintain, modify, lessen, intensify, or reconciliation